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The Practices, Opportunities and Constraints of Female Students' Involvements in Sport and Physical Activities in Secondary Schools of Woldia Administrative Town

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The Practices, Constraints and Opportunities of Female Students' Involvements in Sport and Physical Activity in Secondary School of Woldia Administrative Town

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This is to certify that the thesis prepared by Keren Engida, entitled**: *the practices, constraints and opportunities of female students' involvements in sport and physical activities in secondary school of Woldia administrative town*** and submitted in partial fulfillment of the requirements for the degree of masters of education (Teaching physical education) complies with the regulation of the University and meets the accepted standards with respect to originality and quality.

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Chair of Department or Graduate Program Coordinator

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DEDICATION

This piece of work is dedicated to my lovely Father Engida Belete and my Mother Aserebeb Ali, who have been helping me in my life, and to my lovely brothers and sister, for the supports they provided me during y study.

Table of contents

Acknowledgments i

Dedication ii

Table of contents iii

List of tables vii

Acronyms viii

Abstract ix

CHAPTER 1: INTRODUCTION 1

1.1 Back Ground of the Study 1

1.2. Statement of the Problem 2

1.3. Research questions 4

1.4.1. General Objective 4

1.4.2. Specific Objectives 4

1.5. Significance of the Study 5

1.6. Delimitation of the Study 5

1.7. Limitations of the Study 5

1.8. Organization of the Study 5

1.9. Operational Definitions of Terms 6

CHAPTER 2: REVIEW OF RELATED LITERATURE 7

2.1. Conceptual Definition of Physical Education 7

2.2. Benefits of Physical Activity and Sport 7

2.3. Physical Activity and Women 9

2.3.1. Benefits of Physical Activity for Women 9

2.3.2. Reasons for Physical Inactivity in Women 10
2.4. Gender equality 11
2.5. Challenges and Prospects of Females Participation in Physical Activity 11
2.5.1. Parents Attitude and Support 12
2.5.3. Class Size 13
2.5.4. Female Students Attitude towards Physical Activity and Sports 14
2.5.5. The School Facilities and Equipment 15
2.5.6. Lack of Appropriate Facilities ..... **Error! Bookmark not defined.**
2.5.7. The Attitude of Family ..... **Error! Bookmark not defined.**
2.5.8. Other Sports Facility Users ..... **Error! Bookmark not defined.**
2.6. Barriers to Physical Activity and Sports Participation among Female Student 16
2.6.1. Internal Barriers 17
2.6.2. External Barriers 18
2.6.3. Attitudinal Barriers 18
2.6.4. Lack of Physical and Emotional Support 19
2.6.5. Socio- Cultural Barriers 19
2.7. The Curriculum of Physical Education and Sports 19
CHAPTER 3: METHODOLOGY OF THE RESEARCH 21
3.1. Study area 21
3.2. Research Design 21
3.3. Population, Sample Size and Sampling Techniques 22
3.4. Sources of Data 24
3.5. Data Collection Instruments 25
3.5.1. Questionnaires 25

3.5.2. Semi-Structured Interview 25
3.5.3. Focused Group Discussion 26
3.5.4. Observation 26
3.6. Reliability and Validity Test of the Instruments 26
3.7. Data collection procedure 27
3.8. Data Analysis 28
3.9. Ethical Thoughtfulness 29
CHAPTER 4: ANALYSIS, INTERPRETATIONS AND DISSECTION OF THE DATA 30
4.1. Introduction 30
4.2. Main Data Analysis 30
4.2.1. Practices of Female Students' Participation in Sport and Physical Activities 30
4.2.2. The Degree of Participating in Physical Activity and Accessibility of Facilities 33
4.2.3. The Degree of Encouragements and Supports 35
4.2.4. The Opportunities of Presence of Equipment and Trainings for Female Students 37
4.2.5. Constraints of Female Students' Participation in Physical Activity 40
4.2.6. Association of Practices of Female Students' Participation in PE with Constraints 42
4.2.7. Association of Participation in Physical Activities with Constraints 43
4.2.8. Association of Opportunities and Support with Constraints 44
4.2.9. Association of Level of Participation with Constraints 45
CHAPTER 5: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS 46
5.1. SUMMARY 46
5.2. CONCLUSIONS 48
5.3. RECOMMENDATIONS 49
References 50

APPENDIX A 55

Appendix B 59

Appendix C 60

Focused group discussion with principals and vice principals 60

Appendix D 61

ተቀፅላ 1 62

List of tables

Table 3.1: summary of sample size 24
Table 3.2: Reliability Checks of Instruments 27
Table 4.1: Respondents Response on the Practices of Female Students' Participation in Sport and Physical Activities 30
Table 4.2: Respondents Response on the Degree of Participating in Physical Activity and Accessibility of Facilities 33
Table 4.3: Respondents Response on the Degree of Encouragements and Supports 35
Table 4.4: Respondents Response on the Opportunities of Presence of Equipment and Trainings for Female Students 37
Table 4.5: Constraints of Female Students' Participation in Physical Activity 40
Table 4.6: Pearson Momentum Chi-Square of Practices of Female Students' Participation in PE and Constraints 42
Table 4.7: Pearson Momentum Chi-Square Female Students' Participation in Physical Activities with Constraints 43
Table 4.8: Pearson Momentum Chi-Square Female Students' Opportunities and Support with Constraints 44
Table 4.9: Pearson Momentum Chi-Square Female Students' level of participation with Constraints 45

Acronyms

FS	Female Students
FSP	Female Students' Parent
P	Principals
PET	Physical Education Teacher
SPSS	Statistical Package Software for Social sciences
V/P	Vice Principals

Abstract

Objective: *The general objective of the study was to assess the practices and constraints and opportunities of female students' participation in sports and physical activities in secondary schools of Woldia administrative town.*

Methodology: *mixed research (Quant-Qual) approach was employed; and descriptive survey design was used to collect data from respondent PE teachers (14), students (207), principals(3) and vice principals(5), and female students' mother(100)the total sample size (329)as primary sources of data. Data analysis was done using percentages, frequency counts, mean, S.D, and Pearson chi-square through SPSS software.*

Result and discussion*: Findings like female students were not actively participating, not joyously in practical exercises and they were not encouraged to participate in physical activities in school and outside the school; are not as active participant as boys, facilities and equipment were not accessible for students; and parents do not have due attention whether their children are active participant or not; school the encouragements and supports which are given by school stakeholders and family members, teachers and principals were at a minimal level; and lack of place for changing sport suit, separate latrines and water service at school and undermining of female students by male counter parts, low attention given to female students by the teachers than male counter parts, low attitude and perception of teachers and male students towards female students were the main constraints of female students' participation in physical activities. On the other hand, There are low practices of female students' participation in sport and physical activities in the study area; the assignees of the secondary schools are not in helpline of female students through facilitation of sport and physical activity equipment and facilities; and Practices of female students' participation in PE, female students' participation in physical activities, female students' opportunities and support, encouragements and supports had significant association with observed level of female students' participation and constraints were the conclusions drown.*

Recommendation*: Finally, the researcher recommended that female students as a student in the school should challenge their difficulties and proud of their femaleness and hence improve their participation through process; the school principals must intentionally rethink the overall sport facilities and fulfill the most significant equipment and facilities and then manage the proper implementation through inbuilt classroom and field practical classes; and the whole school stake holders, particularly PE teachers, the local communities and the local governance must work together and overthrow the school related and community related factors from the grass root level.*

Key words: practices, Opportunities, constraints, Physical Education

CHAPTER ONE:

INTRODUCTION

1.1 Background of the Study

It is generally accepted that physical activity confers benefits to psychosocial health, functional ability and general quality of life and has been proven to reduce the risk of coronary heart disease and some cancers. (Powell KE, 1996). Here, physical activity refers to 'any bodily movement produced by skeletal muscles that results in energy expenditure. On a simple level barrier to participation in physical activity include high costs of poor access to facilities and unsafe environments. Other more complex issues relating to identity and shifting social networks also have a great influence.

The disruptive influence of boys in physical education class is considered as another major reason for girls' non- participation (Crone Grant, 2001). The competitive nature of physical education classes and the lack of support for girls from teachers reinforced these problems (Flint off A, 2000). Girls were marginalized in physical education class by boys and many described not being able to get involved in games or even getting to use equipment. Teachers were found to be complicit in this marginalization by not challenging the disruptive behavior of boys in class. In relation to this idea, Boys were also disruptive out of class and some boys actively discouraged their girlfriends from participating in sports as it made them (White, 1992). Coakley and White both argue that gender stereotyping has serious negative effects on the participation of girls. Realistic role models for all body types and competency levels were needed rather than the current 'sporty' types.

Sports come with its own risks; because female athletes and sport participants are subject to the influence and control of predominately male coaches, teachers and officials, there can be a risk of harassment and sexual abuse. Policies and procedures to protect girls and women and ensure they have safe spaces in which to train and compete are critical (UNDP, 2005). There is an international consensus that participation in physical activities can offer a great deal to individuals, communities and nations. To carry out this participation, a curriculum that consists

of different learning areas is needed. Physical education program, as a crucial learning area for the overall development of students, is one and an integral part of the curriculum.

It is a definite and functional education that aims to develop the pupil's physical, social, emotional and mental capacities to the optimum. Physical education contributed to the development of students and is a genuine harmonizing education in both concept and practice (Bradley, 1996). It helps everyone to get inner satisfaction that is fundamental to real happiness. The quality of education depends upon several factors, but the most significant factor is the quality of the teacher.

In an age in which leisure time is increasing, the physical education program contributes to the fuller active life of each individual. Guided and directed learning experience in this area contributes to the building of more productive and effective citizens.

Without an understanding of the personal and environmental challenges associates with participation in physical activity, establishing effective programs is difficult. Hence, this study tried to identify various challenges associated with participation in sport and physical activity among female students' participation secondary schools of Woldia administrative town.

1.2. Statement of the Problem

Physical education is one of the essential disciplines that enable people to be healthy, both physically and mentally. Girls also tend to undervalue their ability to perform at sports and age less likely than their male peers to view themselves as talented. Though Participation in physical activity includes numerous health benefits, such as reducing or preventing cardiovascular diseases, reducing stress and physical and emotional wellbeing, the presence of unfavorable situations at different levels, majority of females are unable to realize their potential and in most cases remain inactive. Engaging female students in physical education (PE) has been recognized as constraints for high school teachers (Rich, 2004; Slater & Tiggemann, 2010; Wright, 1999).

Historically, female students have been positioned as 'the problem' and often blamed for their lack of engagement in the physical activity component of PE (Azzarito, Solmon, & Harrison, 2006; Enright & O'Sullivan, 2010; Flintoff & Scraton 2001; Garrett, 2004; Keay, 2007; Wright 1996). Over time, it has become increasingly recognized by PE researchers that, 'the problem' is more often located in the curriculum and pedagogical contexts within which girls are expected to

participate and relates to the social construction of gender through PE" (Enright & O'Sullivan, 2010, p. 204).

There is an international consensus that participation in physical activities can offer a great deal for individuals, communities and nations. Evidence suggests that from an early age, differences in gender-based attitudes towards and opportunities for sports and physical activities can have a significant influence on children's participation. This may, in turn, affect later involvement in physically active lifestyles, and the social and health benefits that may result for them. According to Macdonald and Penney (2009), health and physical education in Australia aims to play a key role in challenging social constructions, such as gender stereotypes, that limit student engagement. In particular, the NSW Syllabus for Years 7-10 Personal Development, Health and Physical Education held "a great deal of potential for a gender inclusive approach which challenges narrow constructions of gender differences" because it was "conceptually based" and allowed teachers choice in terms of activities, content and assessments (Wright, 1999, p. 192).

Even when individuals with unhealthy want to increase their physical activity levels, they are often confronted with many more challenges than the general population (Research, 2008). A research conducted by Fekadu (2005), with the main objective to assess female students' participation and specifically tried to explore the challenges, socio-cultural and school factors. On the other hand, Andualem (2012) studied with an emphasis on female participation in athletics session. Besides, Hendry, L. (1998) conducted a research on social and environmental factors associated with physical activity in young People.

Although the outlined researchers investigated the various types of female students' participation none of them focused on assessing the practices, opportunities and the major challenges; but no one touch in depth female students' constraints in participating PE practical activities. Hence, the researcher initiated to make an assessment on the practices, opportunities and the major constraints that hinders the involvement of female students in sports and physical activities in secondary schools Woldia administrative town and seeking means of alleviating these problems is timely and relevant. As researchers like Fikadu (2005) and Andualem (2012) did not included the major constraints and challenges of female students involvement in sports and PE activities,

the researcher highly triggered to make an assessment on the practice opportunities and challenges of female students' involvement in sports and physical activities.

1.3. Research questions

The researcher formulated the following basic research questions.

1. The extent to which female students' practiced sport and physical activities in secondary schools of Woldia administrative town?
2. How frequently do teachers encourage and create awareness to develop female student's involvement in sport and physical activities in secondary schools of Woldia administrative town?
3. The extent to which female students get comfortable opportunities to involve in sport and physical activities in the study area?
4. What are the significant relationships between major challenges and female students' involvement in sport and physical activities in secondary schools of Woldia administrative town?

1.4. Objective of the Study

1.4.1. General Objective

The general objective of this study was to assess the practices and main challenges that hamper female students' participation in sports and physical activity in secondary schools of Woldia administrative town.

1.4.2. Specific Objectives

The study has the following specific objectives:

1. To assess the practices of female students' involvement in sports and physical activity in secondary schools of Woldia administrative town.
2. To examine how much teachers, encourage and create awareness of female students regarding to the benefits of participating in sports and physical activity.
3. To indicate comfortable opportunities for female students to involve in sport and physical activities in the study area.
4. To see significant association between major challenges and female students' involvement in sport and physical activities in secondary schools of Woldia administrative town.

1.5. Significance of the Study

This study may have the following significance.

1. It may help female students to identify the challenges to participate in sport and physical activity; and provide some information to secondary schools of Woldia administrative town for improvement of the harms and challenges of it.
2. It may create awareness about the importance of female participations in physical activity.
3. It may also give clues for other researchers and policy maker in area.

1.6. Delimitation of the Study

Conceptually, this study was delimited to female student's involvement in sports and physical activity in secondary schools of Woldia administrative town. To make the study manageable, it was delimited to the practices, opportunities and challenges of female student's involvement in sport and physical activity. Geographically, it was delimited in North Wollo Zone secondary schools of Woldia administrative town.

1.7. Limitations of the Study

As research work is a tiresome and difficult work, the study was limited due to inclusion of north Wollo zone secondary school female students' participation; and also, the researchers did not include both male and female students' participation in PE physical activity and sport due to the broadness of the study scope. Besides, difficulties of getting female students' mother were also the other limitations of the study. However, the researchers stringently accept the harms and gathered the touchable data and completed the study.

1.8. Organization of the Study

The study has five chapters. The first chapter contained background of the study, statement of the problem, objective of the study, significance of the study, delimitation of study, limitation of the study, definition of terms and organization of the study. The second chapter dealt review of related literature. The third chapter included research methodology and procedures that was employed to collect and analyze the data for the study. The fourth chapter also dealt with results and interpretation of the findings including discussion. The final chapter concerned with short

and brief summary of the findings, conclusion and recommendations; and the appendix part also attached at the end part of this study.

1.9. Operational Definitions of Terms

According to the context of the words and terms that were used in this thesis proposal, the researcher has put the following terms and words based on the context they are used in each research topics for the sake of clarity and consistency.

1. **Policy**- The established polices that promote enjoyable, lifelong physical activity among young people (Ethiopian Education and Training Policy, 1994)
2. **Environment**- provides physical and social environments that encourage and enable safe and enjoyable physical activity (Ethiopian Education and Training Policy, 1994).
3. **Physical education**- Implement physical education curricula and instruction that emphasize enjoyable participation in physical activity and that help students develop the knowledge, attitudes, motor skills, behavioral skills, and confidence needed to adapt and maintain physically active lifestyles (Ethiopian Education and Training Policy, 1994).
4. **Evaluation**- regularly evaluates school and community physical activity, instruction, programs and facilities.
5. **Physical activity**- bodily movement that is produced by the contraction of skeletal muscle and that sustainably increase energy expenditure.
6. **Sports**- activities that are engaged in for completion or pleasure and that have defined rules and scoring systems (Ethiopian Education and Training Policy, 1994).

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Conceptual Definition of Physical Education

Most individuals think the concepts of physical education as only of its physical components, such as fitness and appearance. But the actual concept of physical education has several dimensions. Some dimensions of physical education are health, emotional, social and spiritual. Physical education experiences should provide a student with instructions in activities and skills that have great value to adults. (Atkinson, 1961:10) Similarly, physical education is effective leaning area that provides students with opportunities to progressively develop knowledge, skills, attitudes and values to become healthy individuals with the ability and confidence to manage their own life style (Hawes, 1986).

From these definitions, it is understood that lack of female participation provides lack of learning experience, lack of activates for the purpose of favorably effecting knowledge, poor attitudes and lack of group participation. These often-become problems and burdens on the society unless increasing female participation at every level of the schools. Physical education as term: not meant for and elite or for a few rather it is a knowledge that must reach the masses (Molvaer, 1989). Hence the art and science of engaging female's participation in physical activity in a process of learning for the designed behavior for the preservation of physical education is to develop the attitude of the society.

2.2. Benefits of Physical Activities and Sport

Many people do take part in regular physical activity and sport and use the benefits to their health, development, enjoyment and friendships. Physical activity and sport plays a key part in people's physical, social and mental development. Benefits of physical activity have been well documented and are numerous. Regular physical activity, in its broadest sense, provides people

of all ages with substantial physical, social and mental health gains and wellbeing throughout their life span (Biddle, 2000).

The benefits of physical activity and sports have been recognized by many scholars. Messer J. and Stone W. (1995) stated regular physical activity, active play and sports can be a practical means to achieve numerous health gains, either directly or indirectly through its positive impact on other major risks, in particular high blood pressure, high cholesterol, obesity, tobacco use and stress. Everyone should know in theory, and ideally also in practice, that physical exercise influences long-term health status and general wellbeing, personal and social development, effectiveness and achievement. Physical inactivity or disease of the body carries a health risk of the same order as cigarette smoking, high blood pressure and high cholesterol. It leads to premature ageing, chronic disease and numerous impairments: Example: Cardiovascular vulnerability and muscular- skeletal fragility.

The concept of active living supports the priorities of a healthy community such as equity, diversity, personal choice and the appreciation and protection of the natural environment (Gold, 2001). This concept indicated that physical activity as an enjoyable and natural part of everyday life rather than as working out or doing sport for the sake of fitness.

There is evidence from studies that physical activity has beneficial effects on mental health or physical wellbeing. Studies indicate that physical activity can be effective in reducing depression, improving mood state, and enhancing self-perceptions of wellbeing (Stathi, 2002). Other researchers have indicated that physical activity can lower anxiety; decrease tension, relief stress and influence sleep (Dale, 2003). The world health organization (Who, 2004), summarizes the benefits of regular physical activity. It points out that much of the health gain from activity is obtained through at least 30 minutes of cumulative moderate physical activity every day.

Regular physical activity reduces the risk of dying prematurely, reduce the risk of dying from heart disease or stroke, reduces the risk of developing ear disease, colon cancer, and type 2-diabter, help to prevent/ reduce hypertension, helps control weight and lower the risk of becoming obese, help to prevent reduce osteoporosis, reduce the risk of hip fracture in women, reduces the risk of developing lower back pain, can help in the management of painful conditions like back pain and knee pain help build and maintain healthy bones, muscles, and joints and

makes people build and chronic disabling conditions improve their stamina, promotes psychological well –being, reduces stress, anxiety and depression, helps prevent or control risky behaviors, especially among children and young people (Dale, 2003).

Regular physical activity is very important for every person at any age. After regular exercise people can work harder, longer and with less effort than previously. This is true for everyone and for all age groups (Fentem, 1994). Physical fitness contributes to the maintenance of functioning and prevents the development of new functional limitations.

Through sport people learn the benefits of fair play, teamwork, and solidarity and can become more aware of the problems that exist for females those not participating in physical activities. However, the social benefits of physical activity go hand in hand with socialization, as was mentioned by the above authors that the significance of physical activity depends on the levels of physical activity of the population. The females who participate in regular physical activity often enjoy lots of positive experiences such as fun, enjoyment, and success and peer relationships.

2.3. Physical Activities and Women

Social inequality, poverty and in equal table access to resource, including health care, result a high burden of non-communicable diseases (NCDs) among women worldwide. Although women generally tend to live longer with NCDs than men, they are often in poor health.

2.3.1. Benefits of Physical *Activities* for Women

Regular physical activity can improve woman's' health help prevent many of the diseases and conditions that are major causes of death and disability for women around the world. Many women suffer from disease processes that are associated with inadequate participation in physical activity. Regular physical activities are greatest health benefits happen when the least active people become moderately participating activities in regular physical activity influence the health female basically in two ways, firstly, it can decrease the causes of disease during child hood and youth like diabetes, blood pressure and soon. Secondly, it reduces the risk of chronic disease in late life. Therefore, physical activities are an effective termination for different diseases. (Bucher C. & Koeing Constance R., 1974)

- Cardio-vascular diseases account for one-third of deaths among women around the world and half of all deaths in women over 50 years old in developing countries.
- Diabetes affects more than 70 million women in the world and its prevalence in projected to double by 2025.
- Osteoporosis is a disease in which bones becomes fragile and more likely to break and is most prevalent in post- menopausal women.
- Breast cancer is the mostly commonly diagnosed cancer in women. Physical Activity has also been associated with improved psychological health by reducing levels of stress, anxiety and depression. This is particularly important for women who demonstrate an incidence of depression that is reported to be almost double that of men in both developed and developing countries. It has also been suggested that physical activity can contribute to building self-esteem and confidence and can provide a vehicle for social integration and equality for women in society.

2.3.2. Reasons for Physical Inactivity in Women

Despite this, physical inactivity is generally more prevalent among girls and women than their male counterparts. Many factors hinder the participation of women in physical activities and their access to health care (Bucher C. & Koeing Constance R., 1974):

- The income of women is often lower than that of men and therefore the costs of access to physical activity facilities may be barrier.
- Agreement may be required from senior members of the household who control household resources before a woman can engage in physical activity.
- Women often have a workload in the home and care-giving roles for other family members which may limit the time available for them to engage in physical activity
- Women who have limited mobility may be unable to travel to health physical activity facilities
- Cultural expectations may restrict the participation of women in certain forms of physical activity

2.4. Gender equality

Gender equality in physical activities has come a long way in about a hundred years. Men were once the only ones allowed, but the recent trend is for women to join in as well. Women were permitted to play in sports only when men were drafted and had to go to WWII, which is when the All- American girls professional Baseball League was created. Eventually the pass came into effect and created more opportunities for women.

Under Physical education classes cannot separate classes based on gender, and cannot allow any student to participate or not, based strictly on their gender. Teachers have proven that gender equality can be achieved in physical education classes. Has put in place many differences polices; equal opportunities to participate in sports, equal allocation of scholarships, and equal treatment in all aspects of athletics. Athletics can lead to more opportunities of sexual harassment that normal. There have been cases of "mild sexual harassment", and sexual liaisons. One commendation for the future is an increase of enforcements to continue the progression of equality in physical education

2.5. Challenges and Prospects of Females Participation in Physical Activities

The curriculum of a country can be affected by politics, attitudes, cultures and religions. These factors may change the interest and skills of female student's participation in sport and physical activity and develop the attitude to hate the subject in the female students. Ethiopia modern education was introduced in 1908. Earlier the church and Mosque were responsible, and girls were totally deprived from education at least at the early stages.

Teaching takes place mainly in the context of schools and is influences by numerous factors that do not fall entirely within the teacher's control. Play a major role in the teaching learning process and in attracting and keeping good teacher (Bradley, 1996). The teacher's role in decision making and the level of support they receive from parents also affect how teacher function and how satisfied they are. Current researcher as well as survey explored the relationship of challenges of female's participation in physical activities are parents' attitude and support, school and teacher leadership, class size, students attitude towards, and the school facilities and equipment's.

2.5.1. Parents' Attitude and Support

Parent support is widely accepted as a factor that contributes to the creating conductive teaching environment in schools. A collection of studies about parent support of schools like by The family is critical to student achievement in school to the extent that the family is able to create a home environment that encourages learning, express high expectations for their children achievement and future careers, and become involved in their children's education at school and in the community (Bradley, 1996).

Additional challenges included the attitude of family. In relation to female participation in exercise and physical activity, the attitudes of family was also identified as a problem, in that it was perceived that they were often ignorant of the requirements of people Family can act as barriers to participation, as they may not understand the benefits that physical education can bring to females activity, while also fearing that injury or accidents may occur while participating in sport. Moreover, the influence of family and friends in terms of providing practical assistance and moral support has been shown to affect the confidence and self-esteem of females.

Some sports facility staff lacked an appreciation of the issues relating to female participation in sport and of the negative effect refusing membership or access to facilities. An important aspect of accessible facilities encompassed the attitudes of providers and staff at sports/ leisure facilities (Finch, 1999).

2.5.2. School and Teacher Leadership

Teachers are looking for the right contribution or leadership and autonomy. A good mix of these provides an atmosphere where they can focus on instruction and student achievement, while participating in important decisions that affect their practice and professional growth. Various education policy forums emphasized the need for administrators to give teachers greater leadership roles. Improving leadership at the school level both by increasing principals skills and knowledge, and by creating more opportunities for teachers to be involved in schools decisions, will increase teacher satisfaction and thereby plan significant role in enhancing females participation in any activity of the student's specially in physical activity and sports.

2.5.3. Class Size

The benefits of participation in physical activities are great, and the potential costs of inactivity can be severe. Many girls around the world are not currently able to take advantage of the benefits of regular sports and physical activities due to inequitable access and opportunities. Therefore, a central challenge facing governments, schools, sports groups and communities is to develop forms of physical activity that are sensitive to girls needs and interests. So large class size also the problem of facing while affecting the participation of female students in physical activity and sport.

On the effects created by large class size (Butcher, 1975) mentioned that in many primary and secondary schools PE teachers faces a problem in organizing classes. According to recent report class-size education program have become an essential ingredient in urban districts efforts to accelerate student achievement gains ensure quality of teaching and improve low performing students (Messer, 1995). Girls do enjoy engaging in physical activities. Strategies should be implemented which build up on this enjoyment, and allow them to participate as fully as possible, in forms that offer them satisfaction and opportunities for achievement. School physical education is a foundation of life- long physical activity. Fundamental movement skills need to be developed form and early age, for all children, with the emphasis on the individual body, rather than sporting outcomes. Some girls regularly not engage in sports and physical activities as an integral part of their lifestyle. Any strategies concerned with raising participation among young people need to remember that girls are the problem rather than difficulty lies with the ways in which physical activities are constructed and presented.

Class size means the number of pupils in membership per full time teacher. Class sizes are important and should be utilized in determining policies, procedures, for grouping of pupils, and in planning other subjects of the instructional program (Sanders, 1994).

The more opportunities that are available for girls to be physically active, the more they are active. Strategies need to be put in place that ensures activities; settings and facilities are easily accessible and safe. Sports program should reflect local cultural needs if they are to engage and sustain girl's participation in large class size. Reading class size, (Tye, 1975) stated that, the size

of teaching space varies from subject to subject by reason of the different teaching process and operations which they acquire.

2.5.4. Female Students Attitude towards Physical Activity and Sports

Attitudes simply are expression of how much we like or dislike various things. According to Papilla (1985:602), an attitude is a way of responding to someone or something. It is something you have to learn, and it is relatively permanents students are more respectively to learning activities that they perceived to be a relevant to their likes.

Psycho- social and cultural factors which exert pressure on women through the immediate family, community, religion, media, peer groups and other sources of socialization to reinforce expected behavior and teaching of gender roles. Sports are an exemplary activity which focuses attention on the gender influence by allowing for the comparison of innate against learned factors. Sports traditionally, are defined as a male domain. In adequate education and awareness by women about the benefits of participating in sports, physical education is often not popular among the females in schools.

According to Morgan (1988:382) the student attitude could be negative towards physical education teachers because of misunderstanding that the students may not know the objectives and goals of the physical education and the contribution of physical education to the general education program. Students have negative attitude towards the subject means, they will never be interested in learning PE and may feel that attending physical education class as spending time worthlessly (Papalia, 1985:602).

According to Macdonaled (1985), talented girls are discouraged from advance science and mathematics courses by guidance counselors, convincing them that the subjects are difficult and unnecessary for them. Such misinformation seriously militates against girl's entry into science and technology education. To sum up there are different factors or barriers that arise from in effective organization or management within school. They include lack of teacher's skill, inadequate methods learning resource (Bowntree, 1974:521).

2.5.5. The School Facilities and Equipment

Davis and loveless (1981:2) said that school facilities include such things as site, a physical structure, space arrangement, a set of special environments, and clusters of specialized tools called furniture and equipment. The stage of school facilities can facilitate or hinder the attitude of teachers towards teaching and /or the attitude of students towards leaning. For instance, teachers are interested to teach in attractive and well-equipped schools. Student is stimulated to learn in schools where school facilities are adequately available. It is obvious that students can develop interest when they are in a better learning environment. If they are suffering from the school environment or when they feel discomfort, they will begin to develop negative attitudes. This lack of interest even urges them to hate the subjects they learn and to be absent from classes frequently (Hallak, 1990:205) Students like to attend and participate in co-curricular activities and prepare themselves for different PA where the school site is conducive. Hallack (1990:205), said that the topography size and site of the school have a significant influence on the ways it conducts outdoor PE programs. Girls and young women have a number of significant barriers to participation in sports and recreation activities. There is extensive recognition of the issue of the barriers faced by girls and women, and there are some programs in place in individual jurisdictions and individual sports, to combat the problem.

Participation in sports and recordation provides many positive physiological and physical outcomes for girls and young women. Strategies need to be developed by governments and sporting and recreation providers to increase the participation of girls and young women.

In sport, recreation, and these needs to be including strategies to improve body image for young women.

The main objectives of teaching are to bring a change in the learner's knowledge, skills an attitude. Educational materials play a facilitating role for the success of teaching learning process- these strategies could include improvements to the provision of PE in schools, in participate equally with boys. Developing the programs that cater to the different needs and abilities of girls and younger women encouraging and supporting women and girls to conduct their own competitions. Providing a supportive environment that encourages women and girls to take up sports or activities that they have undertaken in the past the dissemination of information

relating to women's sports targeted at women and girls, parents, teachers, coacher, health Professionals and sports organizers.

Without instructional materials learning becomes a theoretical exercise. Materials help to full teaching and learning as close as reality as possible and often the more natural the materials the closer the link becomes (Igram, 1979:80). In order to develop the three domains: cognitive, psychomotor and affective in the individual learners, materials have to be wisely selected and organized by the teacher.

In accessibility to facilities on the other hand is an obstacle that hinders participation of female students, as often building are not designed to accommodate female students, i.e. ramps, doors, changing facilities etc. Poor physical access at existing facilities can present a barrier to the participation of people in sporting activities, specifically in terms of the inappropriate design of buildings, lack of aids or adaptations to equipment, the need to check beforehand that extra assistance is available and restricted access times (Finch, 1999). Both Arthur and Finch raise the issue of a lack of locally available facilities and lay the blame for this at cuts in funding.

Challenges to the participation of female students are also rooted in the values, structures and built environments of society. These and other challenges impose lifetime limitations on sport participation. Canada (2006) as it also cited in sport and disability thematic profile (2009) some adaptive equipment is required for some athletes to participate sport. A lack of facilities or limited access to existing facilities is often problematic in developing countries and with limited means to host large sporting events.

2.6. Barriers to Physical Activity and Sports Participation among Female Student

To suggest strategies that was increase participation rates, the environmental, social, physiological and personal factors that increase and decrease (barriers) participation of female students in sport and physical activity must be identified. Barriers to participation in sport and physical activity exist for all people but female students often face additional barriers that of male students. In this section the literature review focuses on factors influencing participation of female students in physical activities and sports.

More recent research has been conducted exploring the barriers faced by female students participating in physical activity and sport. Potential perceived barriers to health promotion activities for females (A.K. Stuifbergen, 1990). They categorized barriers as internal, such as lack of time, energy or, fatigue/ Weakness. Barriers may also be social or environmental factors (e.g., facilities not close by), which may affect one's ability to engage in health promoting activates.

There are many barriers intrinsic and environmental, faced by females when participating in physical activity. Several different categories of barriers intrinsic and environmental faced by females when participating in physical activity cited (Rimmer.J, 2005). These female students experience barriers to regular physical activity that differ from those experienced by the general population, including lack of information, on available and accessible facilities and programs, lack of accessible exercise equipment and adequate space to move about, and the perception of people for female students.

These also supported by Smith, Austin et al. (2005) and identified two broad categories of barriers to physical activity for females. Intrinsic barriers resulting from an individual's physical, emotional, and cognitive limitations, residing within the individual, temporal or permanent, may rise or be related to causes such as parental over protection, in adequate educational opportunities, and separation from peers such as: lack of knowledge, social ineffectiveness, health problems, physical and psychological dependency, skill/challenge gaps, environmental barriers often physical.

The significantly lower rate of participation among females may be related to a variety of environmental and personal barriers, including architectural barriers, curriculum policies and practices, discrimination, and social attitudes (Kaplan, 2000). These barriers effectively reduce personal choice options, in habit participation in healthy and active lifestyles, and prevent people with stroke and others from fully participating in their communities.

2.6.1. Internal Barriers

Intrinsic barriers include not having knowledge about the benefits of physical activity. There is very little information available to females about the benefits of activity for their main condition

or its potential in preventing secondary complications occurring. This lack of knowledge can lead to uncertainty occurring for females as to where physical activity is beneficial or harmful to the person's condition (Authority, 1998).

One of the most influential internal barriers addressed in the literature is the attitudes and motivations of females, particularly self-consciousness and low levels of confidence (Finch, 1999). This lack of confidence and self-esteem has been reported to manifest itself in the following ways: feeling different from the majority of the population, feeling unable to fit in at a sporting facility, self-consciousness or lack of confidence in asking for help and assistance in a sporting environment, a fear of failure on the part of the females can present another type of internal barrier particularly in the case of who have newly not acquired their skill and with low self-esteem. Arthur and Finch (1999) highlight certain key life stages or events that have the potential to contribute to lower participation levels of sporting activity among females.

2.6.2. External Barriers

External barriers resulting in a lack of opportunity to participate in physical activity among females have been widely discussed in the literature (Doll- Tepper, 1999, Depauw and Gavron, 1995) and incorporate a range of issues, including: lack of information, lack of physical and emotional support, lack of appropriate facilities, problems of religion, attitudes of others and lack of time. Several different categories of environmental or facility barriers related to participation in physical activity among females, these barriers, included the built environment, cost of service or programs, equipment, policies, information, and education facility (Rimmer.J, 2005).

2.6.3. Attitudinal Barriers

Attitudinal barriers are those that are usually expressed though fear and condition. In addition, the attribution of low expectations of females is discriminatory and undermines the confidence and aspirations of females themselves (development, 2002). The negative attitudes of others can result in a self-fulfilling prophesy, with females pushed into a position of self-exclusion, avoidance, social isolation and nonparticipation.

Froehlich, et al. (2002) another class of obstacles includes the perceptions and attitudes of member of society towards females, as well as the perceptions and attitudes that female about themselves. May people who think that those females should be segregated, especially when it comes from participating in physical activity and sport program.

2.6.4. Lack of Physical and Emotional Support

No having someone to go with to the gym or sporting facility is another barrier (Depauw and Gavron, 1995). According to Arthur and Finch (1999) this poses a greater problem for those females who need some kind of physical, oral (help with communicating) or moral support.

2.6.5. Socio- Cultural Barriers

Socio- cultural barriers refers to the specific social and cultural participates, beliefs and traditions within a community or society which might encourage or discourage physical activity. Activity among females might be limited by socio-cultural stereotypes. Research suggests, for example, that the result of separating female sports from the mainstream has been two-fold. On the one hand the narrow range female sports visible in media has served to serious or more competitive sport is a realm accessible only to the gifted or elite (Nixon, 2007).

Finally, the fitness and recreation center can be a complex environment filled with many challenges for females. These challenges or barriers can be physical, social, psychological, or economic in nature. As indicated by Keith Johnston, Garry wheeler, and scoot Rattray (2009) some of the most common barriers experienced by females are: lack of accessible design in facility, lack of accessible design equipment, attitude of community, lack of knowledge and special considerations around exercise, lack of knowledge about exercise techniques, parents, friends and community must be positive about the females ability to participate in an activity and regularly encourage that participation.

2.7. The Curriculum of Physical Education and Sports

It is a common practice in all institutions to prepare what is known as curriculum. Curriculum is a systematic sequential arrangement of the objectives. Taking the above situation in to

consideration Taylor and Association (1981) quoted in Abebe (1997) that curriculum planning for a subject follows the following formulas:

1. Use expert judgment (based on various social and educational factors) to determine what subject to teach;

2. Use some criteria (for example difficulty, interest, sequences.) to select the subject matter for particular population grouped (by age, grade and subject)

3. Plan and implement appropriate methods of instruction to ensure mastery of the subject matter selected.

Based on these, a subject like PE can be introduced into the school curriculum soon following by and other detailed task of selecting specific topic, issues and other items of content for presentation at particular grade levels. A great many factors can be helpful in the selection process of P E: however, three criteria are commonly used:

- The immediate P E needs of the children involved,
- Preparation for life situation in the future, and
- Preparation for future living experiences.

After having these, what to teach, when to teach it, and how organize for the better teaching, physical education is the essential concerns for curriculum developed in a good physical education program.

CHAPTER THREE

METHODOLOGY OF THE RESEARCH

3.1. Study Area

Woldia is in North Wollo zone, Amhara Regional State, north east of Ethiopia, is the capital of North Wollo zone. It is found in south of Raya Kobo woreda, south East of 013 kebele of Gidan woreda (Gedober), west of Mersa town, which is the capital of Habru woreda, and East of 030 kebele of Gubalafto. It is 521 kilometers far from Addis Ababa, the Capital city of Ethiopia; and 396 kilometers far from Bahir Dar, the regional capital city of Amhara region. According to the interview evidence of mayor of Woldia Ato Wolde Tinsae , there are 32689 male and 24750 female, totally, 57439 populations; on which 26589 and 20678 females totally 47267 populations are living in Woldia town whereas the others 6100 males and 4072 females in aggregate 10172 of them lives in outskirt and country side of it.

3.2. Research Design

The main concern of this research was to assess the practices, opportunities and constraints of female students' participation in sports and physical activity in secondary schools of Woldia administrative town. In conducting this research, a mixed research (Quant-Qual) approach was employed, because mixed research method could neutralize or cancel the biases of any single method and it is used as a means for seeking convergence and integrating quantitative and qualitative data (Crewel 2009,14). The quantitative data was integrated with qualitative data so as to maximize the strength and minimize weaknesses of each data. With this regard, Crewel & Plano Clark, 2011), stated that "integration of multiple form of data in mixed research approach minimizes the weaknesses and maximizes the strengths of each type of data" (P. 6).

Descriptive survey design was used to collect data from respondents. Since it was helpful to obtain reliable and relevant information from a variety of groups, the researcher preferred this design to deal with the current practice and its impeding challenges of female students' participation in sports and physical activity under investigation. According to Ormrod (2005), descriptive survey involves acquiring information about one or more groups of people perhaps

about their characteristics, opinion, attitudes or present experiences by asking those questions and tabulating their answers.

As the same time, Best and Kahan (2005), "descriptive survey design is appropriate to describe condition that exist, opinions that are held, and processes that are going on, trends that are developing and also to assess large sample size". Besides, to triangulate and support the survey data, qualitative design was treated; because it could neutralize or cancel the biases of any single method and it is used as a means for seeking convergence and integrating qualitative and quantitative data (Jonson B. & Onwuegbuuzie, 2004). Hence, the quantitative survey data related to the qualitative data.

3.3. Population, Sample Size and Sampling Techniques

In Woldia town, there are 3 general secondary and 1 higher and preparatory schools; totally 20 general primary and secondary schools. In the town level, there are 15379 male and 13250 females totally 28629 students; and 32 male and 12 females totally 44 physical education teachers.

To minimize the sample size, the researcher selected only the three secondary schools using purposive sampling methods because all schools can be easily managed by the researcher other than other data collectors. At high school level, there are 14 physical Education teachers, 3011 male and 2778 female totally, 5789 students, 5 principals, and 6 vice principals were the target of this study. The reason that the researcher was dealt with those target population to take as the right source of information is that the success of physical education and its measurement of the impeding challenges; and the school is visible, sensible and eye of those population. Especially are more needed that fathers due to the need of mothers' opinion for their daughters' participation in sport either a school or out of the school environment. Without the active participation and involvement of the cited stakeholders, assessing the current practices opportunities and constraints of female students' involvement in sport and physical activities dealing it as the central objective of increasing female students' involvement in sport and physical activities is unthinkable; and that is why the researcher gave great attention for those target population.

Therefore, from the sample secondary schools, 14 (100 %) physical education teachers, all of 3(100 %) principals and 5 (100 %) vice principals were included by available sampling method because (Gay, 2003), defined that available sampling as one which involves selecting a sample based on small numbers.

To get the needed sample size of female students, the researcher used population proportion sample selecting method. Statistics for Dummies 2nd edition, formula where confidence level 85 at Z-score of 1.44, Standard deviation = 0.5, (1- S.D) divided by margin error square. Then:

The necessary sample Size (n) = $\frac{(\text{Z-score})2 * \text{StdDev} * (1-\text{StdDev})}{(\text{margin of error})2}$

$$\frac{((1.44)2 \text{ x } .5(1-0.5)}{(.05)2}$$

$$\frac{(2.076 \text{ x } 0.25)}{(.05)2}$$

$$\frac{0.5184}{0.0025}$$

= 207.36 ~207 respondents are needed. Then, 207 female students were used by simple random sampling method, lottery method.

The needed respondent female students' mothers were also determined using Ymanie (1967) population proportion sample selecting formula.

N = total population, n = needed sample size, e = margin of error then, n = $N/(1+N)/(e)2$

$$2778/(1+2778)/(0.1)2$$

$$.99996401583/0.01$$

= 99.964 ~ 100 respondents are needed. Then 100 female students' mothers were used by simple random sampling method, lottery method because simple random sampling is the best known technique of the probability sampling procedure for

survey study. It is a group drawn from the population with every member of the population having an equal chance of being selected (Yalew, 2009:120). Totally, 329 samples will be used to collect data. The summarized sample of the study was listed below.

Table 3. 1: Summary of Sample Size

Schools	Total number of populations at sample schools					Randomly Selected participants in each sample schools					TSS
	PET	FS	P	V/P	FSP	PET	FS	P	V/P	PS	
Millennium	3	1048	1	2	1048	3	78	1	2	38	122
Genetie	3	590	1	1	590	3	44	1	1	21	70
Woldia	8	1140	1	2	1140	8	85	1	2	41	137
Total	14	2778	3	5	2778	14	207	3	5	100	329

Key: PET= Physical Education Teachers, FS = Female Students, P = Principals, V/P = Vice Principals, FSP = Female Students Parents, TSS = Total Sample Size

The main reason that number of Female Students varied from their mothers is due to Female Students were needed for survey data; but mothers were needed for focused group discussion.

3.4. Sources of Data

Data was gathered from both primary and secondary sources of data.

3.4.1. Primary Data

The primary data was collected from secondary school sport teachers, female students and Physical Education teachers and female students' parents as well as Principals and vice principals.

3.4.2. Secondary Data

The secondary source was also collected from observation of practical activities and recorded documents in sport fields.

3.5. Data Collection Instruments

Questionnaires, focused group discussion and observation were employed to collect tangible data.

3.5.1. Questionnaires

For the sake of clear understanding of concepts, the questions were prepared in Amharic and distributed for 207 female students because students are the core manpower at the field of sports and physical activities in practice. The main reason that the researcher was prepared the questions in Amharic was for the sake of clear understanding and mastering of the message of the items in detailed. After collecting the administered data, it was translated in to English language by the researcher himself and other experienced English language teachers for editing purpose. The questionnaires dealt with matters relevant to analysis of the main part of the study. Close ended questionnaires were formulated and choices such as, very high = (5), high = (4), moderate = (3), low = (2) and very low = (1) were provided. In addition, yes and no choices were provided for constraint-based questions.

3.5.2. Semi-Structured Interview

The researcher was used semi- structured interview with PE teachers because Nunan (1992) states that semi- structure interview enables the researcher to be effective by getting deep feeling relating to the provided question and to improve the question at the moment of interviewing, to get non-verbal information, to avoid any confusion of respondents/interviewees. Hence, five interview questions were administered face to face with comprehensively selected 14 PE teachers.

According to Singh (2015:126), in semi-structured interview, the interviewer has a clear list of issues to be addressed and questions to be answered. There is some flexibility in the order of the topics. In this type, interviewee is given chance to develop his ideas and speak more widely on the issue raised by the researcher. The answers are open-ended, and more emphasis is on the interviewee's points of view. Thus, semi-structured interview is open for the interviewees to forward their ideas freely. The researcher asked oral questions in English because they are degree holder enough matured PE teachers for effective communication and to examine the. The interview was held with 14 PE teachers in the department office at break times for three consecutive days.

3.5.3. Focused Group Discussion

Access of plenty information was gathered and sum up the generalized findings with face to face discussion among three principals, five vice principals, an 100 female students' mother to connect the ideas of the survey of the data obtained from questionnaires and triangulate the responses from closed ended questionnaires from focused group discussion. For the sake of clear understanding of concepts, the questions were prepared and in Amharic language; after discussion, the data was translated in to English language by English language teacher and too let it see by other experienced English teachers for editing purpose.

3.5.4. Observation

The researcher himself had field observation in all the selected three sample secondary schools in physical education classes. He had seriously observed of female students' practical exercises and too teacher's method to initiate female students to participate in that physical activity. Besides, serious observation of both female students and males and too physical education teachers' performance of how to apply the practical physical activities for students at all have also been seen in detail. Finally, the researcher recorded all important information up on his observational checklists in accordance.

3.6. Reliability and Validity Test of the Instruments

Almost of all of the instruments were adapted from previous researchers. When the instruments were adapted, the necessary editing and paraphrasing were applied.

3.6.1. The Pilot Study

A pilot study was carried out on 60 students of Sanka Secondary school to pre-test the instrument. Then, the researcher was checked the questionnaires up on its construction, content and face validity. The pilot test provides an advance opportunity for the researcher to check the questionnaires and to minimize errors due to unacceptable design of instruments, such as problem of wording or sequence (Adams, 2007). 5 items were deleted because there was conceptual redundancy and therefore the remaining 31 items were consistent to collect data in secondary schools of the study area. Therefore, the reliability of the instruments was showed hereafter.

Table 3. 2: Reliability Checks of Instruments

Components of items	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No of Items
The practice of female students/ participation In sports and Physical activities	.752	.831	5
The degree of Participating in Physical Activity and Accessibility of Facilities	.807	.836	5
The degree of encouragement and support	.792	.794	3
Opportunities of Presence of Equipment and Trainings for Female Students	.747	.761	4
Constraints of female students' participation in physical activities	.996	.996	14
Total items	.928	.938	31

As indicated in able 2, the total instrument reliability test showed .928 Cronbach's alpha coefficient tests; which indicated that there is a excellent internal consistency because Mohsen Tavakol Reg Dennick (2008) suggest that " improving your knowledge about internal consistency and un-dimensionality will lead to the correct use of Cronbach's alpha1; since ą≥ 0.9 = excellent , ≥ 0.9ą ≥ 0.8, good, ≥ 0.8 ą ≥0.7 acceptable, ≥ 0.7ą ≥ 0.6, questionable, ≥ 0.6 ą ≥ 0.5, poor, and 0.5 ≥ ą has, unacceptable respectively." (p. 9).

3.7. Data Collection Procedure

The following procedures had been conducted to collect data. First, before collecting data from different sources; permission was obtained from the school principal. After that, the researcher explained the purpose and importance of the research briefly for the participants of the study to obtain adequate information. Then, the data collection processes were carried out. The researcher distributed 31 closed ended questionnaires for 207 sample students. And a semi structured interview with 14 PE teachers was prepared to get their attitudes towards the study purpose. The

questionnaires were completed by the students with a comfortable place and the researcher kindly requested them to give their responses carefully.

Moreover, the interview program was conducted in PE department office between the interviewer (researcher) and the 14 PE interviewee teachers. So as to avoid missing of information, the researcher noted down carefully what the interviewees have said. In line with this idea, Singh (2015: 124) stated that it is best to record through tape recorder, but the researcher can write down the interviewees' responses and interpreting them directly. At last, structured observation was held on each of the three sample schools for one month and have weeks consecutively in order to check whether the information which is gained from the questionnaire and interview are true or not. Finally, the data gained from interview, observation and focused group discussions were interpreted in line with the survey data so as to support and triangulate it.

3.8. Data Analysis

A total number of 31 items in the questionnaires were distributed for 207secondary schools' female students. All the collected data were checked for the sake of completeness and internal consistency by cross checking. The Descriptive statistics was analyzed and interpreted with Statistical Package Software for Social Sciences (SPSS) using frequency counts, percentage, mean and standard Deviation (S.D) and tables. Overall mean was treated for concluding mean response of the same questions from different respondents.

Besides, grand mean was also used to sum up the same component questions. In order to indicate the association of female students' participation and its constraints, Pearson Chi-square were treated. P- Value 0.05 is significant to show the association. After quantitative data analysis, the qualitative data was connected and integrated with the idea of the survey. Five-point rating scale were used for close ended items; very high = (5), high = (4), moderate = (3), low = (2) and very low = (1). For, analysis purpose one mean interval was used as, the calculated mean $\leq$ 1.49 = very low, 1.5 up to 2.49 = low, 2.5 up to 3.49 = moderate, 3.5 up to 4.49 = high and $\geq$ 4.5 = very high. In contrast, for the items of constraints, yes or no questions were prepared. Finally test value =3; and hence, the mean value, which is < the test value is considered as low or minimal performance whereas the mean value which is $\geq$ 3 is considered

as moderate. The interviewed data observed data and discussion results were triangulated and supported the survey data through connecting method.

3.9. Ethical Thoughtfulness

The study participants were talked the sequences of the study survey and interview in order to obtain their verbal approval before managing questionnaires and carry out semi-structure interview and focused group discussion. Interviewers and discussion participants were informed that they have full of right to break out or reject to participate in the study at any time if they have any discomfort. Furthermore, the purpose of the study, procedure, and possible risks of the study was seriously informed for interviewers and discussion participants. In addition, the researcher told that agreement has been taken while conducting the survey, focused group discussion and interview. They were also assured that all data gotten from them would be kept confidentiality by excluding their name during the period of data collection

CHAPTER FOUR:

ANALYSIS, INTERPRETATION AND DISCUSSION OF THE DATA

4.1. Introduction

This chapter dealt with the presentation, analysis and interpretation of data gathered from the sample population through survey questionnaires, interview, focused group discussion and observation. The survey data were clearly interpreted and discussion with the qualitative data through connecting method.

4.2. Main Data Analysis

4.2.1. Practices of Female Students' Participation in Sport and Physical Activities

Table 4.1: Respondents Response on the Practices of Female Students' Participation in Sport and Physical Activities

No	Items	Fr.	Scales					Mean	S.D
			5	4	3	2	1		
1	The extent to which female students participate in physical activity?	No	-	-	-	16	191	1.08	.268
		%	-	-	-	7.7	92.3		
2	The extent to which female students practiced physical activities joyously?	No	-	-	-	26	181	1.13	.332
		%	-	-	-	12.6	87.4		
3	The extent to which female students are encouraged to participate in physical activities in school and outside the school?	No	-	-	182	9	-	3.03	.347
		%	-	-	87.9	4.3	-		
4	The extents to which female students' family encourage their children's participation in physical activities?	No	-	-	-	7	200	1.03	.181
		%	-	-	-	3.4	96.6		
5	The extent to which female students are participating in any sport competition at school and woreda level?	No	11	135	61	-	-	3.76	.539
		%	5.3	65.2	29.5	-	-		
	Grand mean and S.D							2.01	.333

Key=5= very high, 4= High, 3 = moderate, 2= Low, 1= Very low

As indicated in table 4.1, 192 (92.3 %) of respondent female students believed that they participate in physical activities at very low level. In addition, 181 (87.4 %) of respondents revealed that they practiced physical activities joyously at a very minimal level. The mean and Standard Deviation (S.D) (1.08 & .268) and (1.13 & .332) indicated the very low participation level of female students in physical activities and they are not joyous in practicing the practical physical activities at sport fields.

Data from interview and focused group discussion revealed that most of female students did were not courageous to joyously participate in practicing physical activities. Plus to that, the interviewed Physical Education (PE) teachers strongly believed that female students were not willingly participate in field works rather teachers forced them to participate in the field physical education practical exercises. In contrast, Molvaer, (1989) stated that the art and science of engaging female's participation in physical activity in a process of learning for the designed behavior for the preservation of physical education is to develop the attitude of the society. It can be concluded that this finding is inconsistent with the Molvear's perceptions and findings.

On the other hand, respondents were asked to respond whether they are encouraged to participate in physical activities in school and outside the school. About 182 (87.9 %) of them indicated that they are moderately encouraged. The mean and S.D value (3.03 & .347) showed the moderate level of female students' initiation to participate in various physical activities in both the school and outside the school. In relation to this finding, the interviewed PE teachers revealed that female students are somewhat courageous to actively participate in various sport activities although the male students and the societal influences depressed them. In relation to this finding, a study conducted by Fitsum (2014) indicated the moderate encouragement of female students' participation in PA. He further indicated that teachers have to encourage Female students equally with male counter parts to make them successful and mechanisms also should be designed to increase classroom interaction. Actually, participating female students in different sport activities has significant positive impacts in their social life in particular and in all developmental affairs at national level in general

With the same table, almost of all 200 (96.6 %) of students revealed that their family has a low encouragement for their participation in physical activities. The mean and S.D value (1.03 & .181) showed the very minimal families' encouragements towards their children's participation in physical activities. Data on focused group discussion among female students' mothers revealed that female students were burdened with caring families' responsibility at home in absence of mothers. Although families are the primary teachers of their children at home in a daily basis, they did not give due attentions for female students. In relation to this, Ram et al (1996) stated that, physical education plays an important role in the student's development of the individual as a useful member of the society and the objective of satisfying the needs of the society being a worthy aim. As he stated in our complex society made up of social imbalance, it is important for our students to become aware of the need of the society and their responsibility towards it so that they equip themselves with positive skills and tools needed to satisfy the societal obligations. Carron and Bordia, (1985) on the other hand, remarked that the negative attitude of parents towards girls' educations is the result of society's view of the roles of males and females. Hence, it can be concluded that female students' family hampered their daughters through shouldering the overall family responsibilities other than encouraging them to have active participation in physical activities.

In the same table of the last item, respondents were asked to respond whether they are participating in any sport competition at school and woreda level. Approximately 135 (65.2 %) with the mean and S.D of (3.76 & .539) revealed that they were highly participating in any sport competition at school and woreda level. The interviewed PE teachers replied that female students are eager to actively participate in both the school and woreda sport competition at school and woreda level. In addition, the researchers field observation showed that female students internal feeling towards participating in sport computation.

Generally, the grand mean and S.D of the practices of female students' participation in sport and physical activities (2.01 & .333) indicated at low level of the real practices. Hence, it is believed that there was minimal female students' participation of female students in in both the school and woreda sport competition at school and woreda level of the study area.

4.2.2. The Degree of Participating in Physical Activity and Accessibility of Facilities

The extent of female students' participation in Physical activities and sports are more important for the actual classroom participation.

Table 3.2: Respondents Response on the Degree of Participating in Physical Activity and Accessibility of Facilities

No	Items	Fr.	Scales					Mean	S.D
			5	4	3	2	1		
1	The degree to which females are as active participant as boys in sport and physical activities?	No	-	-	-	27	180	1.13	.338
		%	-	-	-	13.0	87.0		
2	The degree to which sport and physical activity facilities are accessible in your school?	No	-	-	-	38	169	1.18	.388
		%	-	-	-	18.4	81.6		
3	The degree to which female students spent their time in physical activity and sport activities?	No		29	169	9	-	3.10	.418
		%		14.0	81.6	4.3	-		
4	The degree to which parents have positive attitude towards female students' engagement in physical activity and sport?	No	-	-	-	27	180	**1.13**	.338
		%	-	-	-	13.0	87.0		
5	The degree to which physical activity and sport keeps female students' person healthy?	No	21	135	61	-	-	3.81	.600
		%	10.1	60.4	29.5	-	-		
	Grand mean and S.D							2.07	.416

Key=5= very high, 4= High, 3 = moderate, 2= Low, 1= Very low

According to table 4.2, 180 (87.0 %) with the Mean and S.D of (1.13 & .338), 169 (81.6 %) with the Mean and S.D of (1.18 & .388) of respondent female students believed that they are not as equal as active participant as boys in sport and physical activities, and sport and physical activity facilities are accessible in their schools. Actually, females are not equally competent in actively participating like boys; because they were seriously dominated by male students and hence, they often ignore sport and physical activities not only at school level but also outside the schools.

Similarly, the qualitative data indicated that female students themselves did not give due attention like male students. Especially, the data gained from the interviewed PE teachers revealed that female students sometimes do not clothing sport kit outs and due to that they do not participate in a regular basis. Hence, female students became minimal participant in sport and physical activities due to lacking and afraid of wearing dressing in front of their classmates.

With the same table, 169 (81.6 %) of respondents indicated that the degree to female students moderately spent their time in physical activity and sport activities. The mean and S.D (3.10 & .418) showed this moderate level of spending female students time in practicing physical activity and sport activities. Similarly, female students' mother revealed that their children sometimes spent their precious time by romping with their friends rather than using their appropriately. Plus to that, the data found from the interviewed PE teachers showed that female students did not spend not only their class time but also their break time in practicing physical activities. Hence, one can conclude that female students mostly spent their time with nonsense places.

With respect to table 4 of the last two items, 180 (87.0 %) with the mean and S.D of (1.13& 3.81 &) revealed that parents have very low positive attitude towards their children's engagement in physical activity and sport. Around, 135 (60.4%) with the mean and S.D of (3.81 &, 600) believed that sport and physical activities sport highly keeps female students' person healthy. Amazingly, both the interviewed PE teachers and female students' mother believed that physical exercise are very important so as to reduce and protect problem of obesity, strength the overall muscles. Besides, Female students' mother showed that sports and Physical activities can play a significant role in shaping their children.

The grand mean and S.D (2.07 & .416) revealed that the degree of participating in physical activity and accessibility of facilities at secondary schools of Woldia town were at low level. In fact, exercising physical activities needs enough practices with sufficient equipment and materials. Despite the fact that, there is evidence from studies those physical activities have beneficial effects on mental health or physical wellbeing. Studies indicate that physical activity can be effective in reducing depression, improving mood state, and enhancing self-perceptions of wellbeing Stathi, (2002). Other researchers like Dale (2003) indicated that physical activity can lower anxiety; decrease tension, relief stress and influence sleep; and WHO (2004) revealed that,

much of the health gain from activity is obtained through at least 30 minutes of cumulative moderate physical activity every day. Hence, without accessibility of sport material nothing is possible to increase female students' participation. In line with this, the interviewed PE teachers annoyingly replied that not only the school administrator but also the concerned local leaders did not give due attention for fulfilling sport materials. Hence, the researcher deduced that absence of sport material accessibility will probably lead female students to feel disappointment towards participating physical activity.

4.2.3. The Degree of Encouragements and Supports

Table 4.3: Respondents Response on the Degree of Encouragements and Supports

No	Items	Fr.	Scales					Mean	S.D
			5	4	3	2	1		
1	The extent to which school stakeholders and family members provide support and encourage you to participate in any of physical activity and sports?	No	-	-	5	54	148	1.31	.513
		%	-	-	2.4	26.1	71.5		
2	The extent to which the school principal provide special support and encouragement for female participation during sports competition?	No	-	-	-	60	147	1.29	.455
		%	-	-	-	29.0	71.0		
3	The extent to which the school staff members encourage females to participate in sports and physical activity?	No	-	46	152	9	-	3.18	.485
		%	-	22.2	73.4	4.3	-		
	Grand mean and S. D							1.93	.484

Key=5= very high, 4= High, 3 = moderate 2= Low, 1= Very low

With respect to table 4.3, around 148 (71.5 %) of respondents discovered that school stakeholders and family members provide support and encourage female students to participate in any of physical activity and sports at very low level likewise 54 (26.1 %) of them revealed the low level of support and encouragement given by that school stakeholders and family members.

The mean and S.D (1.31 & .513) showed the presence of very minimal level of supports and encouragements.

The congregated data from interviewed PE teachers and Focused group discussion showed that female students' family were not consciously support and encourage their children to be active participant in physical activities and sports. As general truth, students with active participation of physical activities are active in classroom teaching and learning process; in contras, female students without active participation of physical and sport activities are bad-tempered in the actual teaching and learning process. Hence, it can be decided established better cooperation and encouragements can make students to be well equipped in classroom teaching and learning interactions.

About 147 (71.0 %) with mean and S.D (1.29 & .455) of respondents answered that the schools provide very low encouragement and special support for female's participation during sports competition. The data from interview, focused group discussion and researchers field observation, secondary schools were not giving due attention for physical activities and sport computations. The interviewed PE teachers annoyingly replied that not only schools did not give great attention for school and cluster-based sport computations but also, they believed that sports and any of physical activities are belongs to PE teachers. Henceforth, schools are the only sources of fruitful sport men and women, much more efforts should be paid at school level.

With the other category, respondents were asked to reply the degree of the school staff members encourage females to participate in sports and physical activity. Around, 152 (73.4 %) with the mean and S.D (3.18 & .485) of them were said moderate while 46 (22.2%) of respondents were said high. As the researcher cross checked the truth on the ground; and supported by view of PE teachers, school staff member sometimes forwarded good encouragements and gave moral support other than the school administrators.

In sum, the grand mean and S.D of the degree of encouragements and supports towards female students' participation in PE (1.93 &.484) revealed that there are minimal encouragements and supports towards female students' participation in secondary schools of Woldia administrative town. With this regard, Public Health England (PHE) (2015) declared that schools and colleges play a pivotal role in helping to develop positive physical activity habits by raising awareness of

the importance of regular physical activity and by increasing children's' exposure to fun and varied activities, as well creating more active environments so that pupils find it easier to simply move more during their day. But, this study pinpointed that school stakeholder did encouraged female students' participation in PE practical classes. Since we human beings are both material reward obedience oriented and punishment reward obedience oriented, all concerned body of Woldia town should jointly work and develop the habit of supporting, encouraging and appreciating female students' participation in sport and PE practical activities.

4.2.4. The Opportunities of Presence of Equipment and Trainings for Female Students

Table 4.4.: Respondents Response on the Opportunities of Presence of Equipment and Trainings for Female Students

No	Items	Fr.	Scales					Mean	S.D
			5	4	3	2	1		
1	The degree to which equipment adjusted to accommodate the needs of females?	No	-	-	18	34	155	1.34	.632
		%	-	-	8.7	16.4	74.9		
2	The degree to which female-based tutorial is given to increase the participation of females in sports and physical activity?	No	14	120	73	-	-	3.71	.584
		%	6.8	58.0	35.3	-	-		
3	The degree to which the curriculum is participatory while female students' participation in physical activity?	No	-	-	-	60	147	1.29	.455
		%	-	-	-	29.0	71.0		
4	The degree to which the facilities and services easily accessible for females in your school?	No	-	46	152	9	-	3.18	.485
		%	-	22.2	73.4	4.3	-		
Grand mean and S. D								2.38	.539

Key=5= very high, 4= High, 3 = moderate 2= Low, 1= Very low

As clearly shown in table 4.4, respondents were asked to show the degree of equipment adjusted to accommodate the needs of females and the participatory of the curriculum for female students' participation in physical activity. About 155 (74.9 %) with mean and S.D (1.34 & .632) and 147(71.0 %) with mean and S.D (1.29 & .455) of respondent female students were indicated very low level.

Similarly, data obtained from interview implied that secondary schools did not fully adjusted equipment based on female students' needs. As PE teachers seriously pinpointed the hardships and difficulties, almost of all secondary schools did not have well-furnished latrine and bathroom, modes changing rooms, dressing rooms, spring foam, football and net ball and even there were not standardized football fields. Hence, it can be deduced that all of the assignee of the secondary schools are not in helpline of female students through facilitation of Sport and physical activity equipment and facilities.

With the same table, about 120 (58.0 %) with the mean and S.D (3.71 & .584) of respondents replied that there was high degree of female based tutorial is given to increase the participation of females in sports and physical activity. As we all know tutorial programs should be given for students with indolent, low, medium, and high academic educational reception in order of importance.

In contrast, PE teachers' response at time of interview revealed that the given tutorials were not practical physical activities rather theoretical contents. The interviewed PE teacher were also indicated that there was not intentionally provided tutorials rather teachers were provided a make believe tutorial for the sake of relief map tutor of their monthly and semester efficiency complement. From this time, there has to be rethink of generation and redesign something which is better than yesterday and today.

With a similar table of last item, 152 (73.4 %) of female students revealed that facilities and services are moderately easily accessible for females in their placement schools. The mean and S.D (3.18 & .485) indicate the moderate accessibility of facilities and services for the target groups, female students; but, PE teachers were strongly persuaded that the accessibility of facilities and services were at low level. In accessibility to facilities is an obstacle that hinders participation of female students, as often building are not designed to accommodate female

students, i.e. ramps, doors, changing facilities etc. Poor physical access at existing facilities can present a barrier to the participation of people in sporting activities, specifically in terms of the inappropriate design of buildings, lack of aids or adaptations to equipment, the need to check beforehand that extra assistance is available and restricted access times (Finch, 1999). The findings of this study is inconsistent with the findings and facts of Fich (1999).

On the other hand, female students' mother supported the idea of PE teachers. To the end, the researchers field observation was also revealed the low degree of accessibility of sport facilities and services for female students because secondary schools without spring foam, dressing and modes changing room, football and net ball could not level as moderately school-wide facility and service accessible. In line with this, Davis and loveless (1981:2) said that school facilities include such things as site, a physical structure, space arrangement, a set of special environments, and clusters of specialized tools called furniture and equipment. They further explained that the stage of school facilities can facilitate or hinder the attitude of teachers towards teaching and /or the attitude of students towards leaning. In conclusion, the grand mean and (2.38 & .539) revealed that the opportunities of presence of equipment and trainings for female students at the study area were at low level. Besides, Hallack (1990:205), said that the topography size and site of the school have a significant influence on the ways it conducts outdoor PE programs. Girls and young women have a number of significant barriers to participation in sports and recreation activities. Therefore, it can be said that PE teachers, school principals, and other local leaders and even the whole community did not jointly work in increasing the accessibility of facility and efficient serviceable trends for students; and thus, there was low opportunities of presence of equipment and trainings for female students in secondary schools of Woldia town

4.2.5. Constraints of Female Students' Participation in Physical Activity

The environmental, social, pedagogical and personal factors that increase and decrease (barriers) participation of female students in sport and physical activity must be identified. Barriers to participation in sport and physical activity exist for all people but female students often face additional barriers that of male students. In this section the literature review focuses on factors influencing participation of female students in physical activities and sports.

Table 4.5: Constraints of Female Students' Participation in Physical Activity

No	Items	Yes		No	
		No	%	No	%
1	Teachers approach	173	83.6	34	16.4
2	Lack of place for changing sport suit, separate latrines and water service at school	145	70.0	62	30.0
3	Undermining of female students by male counter parts	165	79.7	42	20.3
4	Low attention given by the teachers than male counter parts	126	60.9	81	39.1
5	Low attitude and perception of teachers and male students towards female students	156	75.4	51	24.6
6	Lack of educational background knowledge and understanding about females participation in physical education activities	162	78.3	45	21.7
7	Lack of female student understanding and attitude towards physical education subject	161	77.8	46	22.2
8	Low attitude of teachers and male students towards the participation of female students in physical education activates and sport competitions	169	81.6	38	18.4
9	Lack of encouragement and understanding of directors and administration employees towards female student participation in physical education activities	163	78.7	44	21.3
10	Negative attitude of the community, the religion and the culture towards participation of female students in physical education activities and sport competitions	159	76.8	48	23.2
11	Lack of time because of household wok to participate in physical education activities.	171	82.6	36	17.4
12	Cultural influence, religious and societal influence	113	54.6	94	45.4
13	Lack of educational background knowledge and understanding about females participation in physic cal education activities	154	74.4	53	25.6

As cited in table 4.5, fourteen constraints of female students' participation in physical activity were analyzed. Around 173 (83.6 %), 145 (70.0 %), and 165 (79.7 %) of respondents replied that teachers approach, lack of place for changing sport suit, separate latrines and water service at school and undermining of female students by male counter parts were some of the constraints. In relation to this, Fich, (1999) stated that some sports facility staff lacked an appreciation of the issues relating to female participation in sport and of the negative effect refusing membership or access to facilities. He also added that important aspect of accessible facilities encompassed the attitudes of providers and staff at sports/ leisure facilities.

In addition, about 126 (60.9 %), 156 (75.4 %), 162 (78.3 and 161 (77.8 %) of female students revealed that low attention given by the teachers than male counter parts, low attitude and perception of teachers and male students towards female students, lack of educational background knowledge and understanding about females participation in physical education activities and lack of female student understanding and attitude towards physical education subject were also the constraints that hampered female students' participation in practicing physical activities. Actually, the interviewed and focused group discussion data were also supported that the cited factors especially subject teacher related factors frightened female students to leave the physical activities not only at school level but also outside the schools.

In addition, respondents were asked to respond whether low attitude of teachers and male students towards the participation of female students in physical education activates and sport competitions, lack of encouragement and understanding of directors and administration employees towards female student participation in physical education activities and lack of educational background knowledge and understanding about females participation in physical education activities are their constraints, as well as understanding and attitude towards physical education subject or not, amazingly, 169 (81.6 %), 163 (78.7 %) and 154 (74.4 %), and 171 (82.6 %) were said 'yes' respectively.

As female students replied, PE teachers from interview were also said that they become hopeless of female students' poor eagerness, unable to engage in field class practical works and not haleness of practical activities. The data collected from discussion with female students' mother

showed that whatever students are noisy and not haleness PE teachers should discuss the issue with parents, and school stakeholder till the problem solved.

In a similar table, 159 (76.8%), 171 (82.6 %) and 113 (54.6 %) of female students answered that community related factors like negative attitude of the community, the religion and the culture towards participation of female students in physical education activities and sport competitions, lack of time because of household wok to participate in physical education activities and cultural influence, religious and societal influence were also the known constraints that comes from the inside of the community.

Generally, mothers from the discussion believed that females in the outskirts and countryside were tied through religious dogma and therefore they may shay to practice through short and trouser. The significantly lower rate of participation among females may be related to a variety of environmental and personal barriers, including architectural barriers, curriculum policies and practices, discrimination, and social attitudes (Kaplan, 2000). According to Kaplan, both internal and external barriers of female students can seriously reduce personal choice options, in habit participation in healthy and active lifestyles, and prevent people with stroke and others from fully participating in their communities.

4.2.6. Association of Practices of Female Students' Participation in PE with Constraints

Table 4.6: Pearson Momentum Chi-Square of Practices of Female Students' Participation in PE and Constraints

Chi-Square Tests			
	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	409.979[a]	121	.000
Likelihood Ratio	319.923	121	.000
Linear-by-Linear Association	9.585	1	.002
N of Valid Cases	207		
a. 128 cells (88.9%) have expected count less than 5. The minimum expected count is .00.			

As indicated in table 4.6, the row of interest is **Pearson momentum Chi-Square** and its footnote. The value of the test statistic is 409.979[a]; and the footnote for this statistic pertains to the expected cell count assumption (i.e., expected cell counts are all greater than 5): no cells had an expected count less than 5, so this assumption was met because the cross tabulation is two categorical variables and the degrees of freedom (df) for the test statistic is 121. The corresponding p-value of the test statistic $p < 0.001$ is so smaller that it is cut off from the display.

Since the p-value is less than our chosen significance level $\alpha = 0.05$, we can reject the null hypothesis, and conclude that there is an association between Practices of Female Students' Participation in PE and Constraints. Based on the results above, we can conclude that there was a significant association between Practices of Female Students' Participation in PE and Constraints (X^2 (121) = 409.979, $p < .000$).

4.2.7. Association of Participation in Physical Activities with Constraints

Table 4.7: Pearson Momentum Chi-Square Female Students' Participation in Physical Activities with Constraints

Chi-Square Tests			
	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	342.551[a]	77	.000
Likelihood Ratio	285.715	77	.000
Linear-by-Linear Association	3.582	1	.058
N of Valid Cases	207		
a. 87 cells (90.6%) have expected count less than 5. The minimum expected count is .02.			

As indicated in table 4.7, the row of interest is Pearson momentum Chi-Square and its footnote. The value of the test statistic is 342.551[a]; and the footnote for this statistic pertains to the expected cell count assumption (i.e., expected cell counts are all greater than 5): no cells had an expected count less than 5. Hence, this assumption was met because the cross tabulation is two categorical variables and the degrees of freedom (df) for the test statistic is 77. The

corresponding p-value of the test statistic $p < 0.000$ is so smaller that it is cut off from the display.

Since the p-value is less than our chosen significance level $\alpha = 0.05$, we can reject the null hypothesis, and conclude that there is an association between female students' participation in physical activities and constraints. Based on the results above, we can conclude that there was a significant association between female students' participation in physical activities and constraints (X^2 (121) = 409.979, $p < .000$).

4.2.8. Association of Opportunities and Support with Constraints

Table 4.8: Pearson Momentum Chi-Square Female Students' Opportunities and Support with Constraints

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	168.033[a]	44	.000
Likelihood Ratio	143.911	44	.000
Linear-by-Linear Association	.155	1	.693
N of Valid Cases	207		
a. 51 cells (85.0%) have expected count less than 5. The minimum expected count is .02.			

As indicated in table 4.8, the row of interest is Pearson momentum Chi-Square and its footnote. The value of the test statistic is 168.033[a]; and the footnote for this statistic pertains to the expected cell count assumption (i.e., expected cell counts are all greater than 5): no cells had an expected count less than 5. Thus, this assumption was met because the cross tabulation is two categorical variables and the degrees of freedom (df) for the test statistic is 44. The corresponding p-value of the test statistic $p < 0.000$ is so smaller that it is cut off from the display of $\alpha = 0.05$.

Since the p-value is less than our chosen significance level $\alpha = 0.05$, we can reject the null hypothesis, and it can be concluded that there is an association between female students' opportunities and support and constraints. Based on the results above, we can conclude that there

was a significant positive association between female students' opportunities and support and constraints (X^2 (121) = 168.033, p < .000).

4.2.9. Association of Level of Participation with Constraints

Table 4.9: Pearson Momentum Chi-Square Female Students' level of participation with Constraints

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	409.979[a]	121	.000
Likelihood Ratio	319.923	121	.000
Linear-by-Linear Association	9.585	1	.002
N of Valid Cases	207		
a. 128 cells (88.9%) have expected count less than 5. The minimum expected count is .00.			

As indicated in table 4.9, the row of interest is Pearson momentum Chi-Square and its footnote. The value of the test statistic is 409.979[a]; and the footnote for this statistic pertains to the expected cell count assumption (i.e., expected cell counts are all greater than 5): no cells had an expected count less than 5. Thus, this assumption was met because the cross tabulation is two categorical variables and the degrees of freedom (df) for the test statistic is 121. The corresponding p-value of the test statistic p < 0.000 is so smaller that it is cut off from the display of α = 0.05.

Since the p-value is less than our chosen significance level α = 0.05, we can reject the null hypothesis, and it can be concluded that there is an association between the observed level of female students' participation and constraints. Based on the results above, we can conclude that there was a significant association between the observed level of female students' participation and constraints (X^2 (121) = 409.979, p < .000).

CHAPTER 5: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

The general objective of the study was to assess the practices and constraints and opportunities of female students' participation in sports and physical activity in secondary schools of Woldia administrative town. To answer this objective, the following research questions were formulated.

1. The extent to which female students' practiced sport and physical activities in secondary schools of Woldia administrative town?
2. How frequently do teachers encourage and create awareness to develop female student's involvement in sport and physical activities in secondary schools of Woldia administrative town?
3. The extent to which female students get comfortable opportunities to involve in sport and physical activities in the study area?
4. What are the major challenges that affect female students' involvement in sport and physical activities in secondary schools of Woldia administrative town?

To mean these research questions, mixed research (Quant-Qual) approach was employed; and descriptive survey design was used to collect data from respondent teachers, female students, principals and vice principals, and female students' mother as primary sources of data. Finally, the following findings were found.

- The study revealed that female students were not actively participating, not joyously in practical exercises and they were not encouraged to participate in physical activities in school and outside the school.

- In addition, the study indicated that females are not as active participant as boys, facilities and equipment were not accessible for students; and parents do not have due attention whether their children are active participant or not.

- As shown in the discussion parts of the study, school the encouragements and supports which are given by school stakeholders and family members, teachers and principals were at a minimal level. Besides, the secondary schools of the study area were not providing special support and encouragement for female students.

●Schools in the study area were not effective in adjusting equipment and sport facilities to accommodate the needs female students. The study revealed that the hardships and difficulties, almost of all secondary schools did not have well-furnished latrine and bathroom, modes changing rooms, dressing rooms, spring foam, football and net ball and even there were not standardized football fields.

●As the same time the curriculum by itself did not prepared based of female students participation.

●teachers approach, lack of place for changing sport suit, separate latrines and water service at school and undermining of female students by male counter parts, low attention given by the teachers than male counter parts, low attitude and perception of teachers and male students towards female students, lack of educational background knowledge and understanding about females participation in physical education activities and lack of female student understanding and attitude towards physical education subject were also the constraints that hampered female students' participation in practicing physical activities. In addition, subject teacher related factors frightened female students to leave the physical activities not only at school level but also outside the schools.

●The study pinpointed that there was a statistically significant association between Practices of Female Students' Participation in PE and Constraints (X^2 (121) = 409.979, p < .000); female students' participation in physical activities and constraints (X^2 (121) = 409.979, p < .000); female students' opportunities and support and constraints (X^2 (121) = 168.033, p <.000); and the observed level of female students' participation and constraints (X^2 (121) = 409.979, p < .000).

5.2. Conclusions

●There are low practices of female students' participation in sport and physical activities in the study area.

●The degree of female students' participation in physical activity and accessibility of facilities were at a minimal level.

●The Degree of encouragements and supports given by teachers and all other of the school community plus to the whole local community were at the lowest minimal level of expectation.

●The opportunities of presence of equipment and trainings for female students were at a minimal level because the assignees of the secondary schools are not in helpline of female students through facilitation of sport and physical activity equipment and facilities.

●Females students who come from in the outskirts and countryside were tied through religious dogma and therefore they may shay to practice through short and trouser. Besides, many of school related and community-based factors were dominantly affect female students' participation in one and another way.

●Based on the Pearson momentum Chi-square model, positive significant association between Practices of female students' participation in PE, female students' participation in physical activities, female students' opportunities and support, encouragements and supports and observed level of female students' participation and constraints were shown.

5.3. Recommendations

Based on the above conclusions drown, the following recommendations were given.

- Female students as a student in the school should challenge their difficulties and proud of their femaleness and hence improve their participation through process. In addition, the school principal and vice principal as the symbol of the school, PE teachers as the only actors of the classroom must cooperatively work with the school stakeholders and work heart fully till female students show good improvements in practicing physical activities.
- As far as possible the school principals must intentionally rethink the overall sport facilities and fulfill the most significant equipment and facilities and then manage the proper implementation through inbuilt classroom and field practical classes.
- The secondary school PE teachers and the cluster supervisor must jointly work and provide the necessary trainings and become helpline of female students through facilitation of sport and physical activity equipment and facilities.
- The whole school stake holders, particularly PE teachers, the local communities and the local governance must work together and overthrow the school related and community related factors from the grass root level.
- Providing assertive training for female students to increase their self- confidence.
- Finally, this research findings and recommendations were proudly believed to be a baseline reference for other conscious researchers and local and regional government leaders who are eager for further and deepest investigation.

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APPENDIX A

Addis Ababa University

Department of Sport Science

Questionnaire to be filled by female students

Dear Respondents**:**

I am investigating a study on practices, opportunities and challenges of female student's participation in sports and physical activity in secondary schools of Woldia administrative town. The main purpose of these questionnaires is to obtain relevant and tangible data that can help to assess the practices, opportunities and challenges of female students' participation in sports and physical activity in north Wollo zone; the case of secondary schools of Woldia administrative town. The researcher truly assures you that this purely for academic purpose and hence would not affect any one in any way as all the information will be kept confidential. Rather the result of this study is believed to be as an input to improve the challenges of female students' participation in sports and physical activity at school and outside school level. Therefore, your genuine, frank and timely responses are of prime importance for the success of this study. Thus, you are kindly requested to respond to each question carefully and responsibly.

Please Note that:

- Please do not forget checking that you don't write your name on the question paper.

I thank you indeed for your tangible idea!

Part One: Background information

1. Age ----------
2. Parents' occupation----------
3. Grade----------
4. Education level----------

Section Two: Main Research Questions

Direction, below are some statements related to the practices of female students' participation in sport and physical activities. So, you are politely asked to respond by using an "(x)" symbol under your preferred response number in the column provided below.

5= very high, 4= High, 3 = moderate, 2= Low, 1= Very low

No	Items	Response				
		5	4	3	2	1
1	The extent to which you participate in physical activity?					
2	The extent to which physical activity is important?					
3	The extent to which you are encouraged to participate in physical activities in school and outside the school?					
4	The extent to which your family encourage you participating in physical activity?					
5	The extent to which you are participating in any sport competition at school and woreda level?					

Direction below are some statements related to the degree of participating in physical activity and accessibility of facilities. So, you are politely asked to respond by using an "(x)" symbol under your preferred response number in the column provided below.

5= very high, 4= High, 3 = moderate, 2= Low, 1= Very low

No	Items	Response				
		5	4	3	2	1
1	The degree to which females are as active participant as boys in sport and physical activities?					
2	The degree to which sport and physical activity facilities are accessible in your school?					
3	The degree to which you spent your time in physical activity and sport activities?					
4	The degree to which parents' positive attitude towards your engagement in physical activity and sport?					
5	The degree to which physical activity and sport keeps your person healthy?					

Direction, below are some statements related to the degree of encouragements and supports. So, you are politely asked to respond by using an "(x)" symbol under your preferred response number in the column provided below.

5= very high, 4= High, 3 = moderate, 2= Low, 1= Very low

No	Items	Response				
		5	4	3	2	1
1	The extent to which school stakeholders and family members provide support and encourage you to participate in any of physical activity and sports?					
2	The extent to which the school provide special support and encouragement for female participation during sports competition?					
3	The extent to which the school staff members encourage females to participate in sports and physical activity?					

Direction, below are some statements related to the opportunities of presence of equipment and trainings for female students. So, you are politely asked to respond by using an "(x)" symbol under your preferred response number in the column provided below.

5= very high, 4= High, 3 = moderate, 2= Low, 1= Very low

No	Items	Response				
		5	4	3	2	1
1	The degree to which equipment adjusted to accommodate the needs of females?					
2	The degree to which female based tutorial is given to increase the participation of females in sports and physical activity?					
3	The degree to which the curriculum participatory while females' participation in physical activity?					
4	The degree to which the facilities and services easily accessible for females in your school?					

Direction, below are some statements related to constraints of female students participation in physical activity. So, you are politely asked to respond by using an "(x)" symbol under your preferred response column Yes or no below.

No	Items	Yes		No	
		No	%	No	%
1	Teachers approach				
2	Lack of place for changing sport suit, separate latrines and water service at school				
3	Undermining of female students by male counter parts				
4	Low attention given by the teachers than male counter parts				
5	Low attitude and perception of teachers and male students towards female students				
6	Lack of educational background knowledge and understanding about female's participation in physical education activities				
7	Lack of female student understanding and attitude towards physical education subject				
8	Low attitude of teachers and male students towards the participation of female students in physical education activates and sport competitions				
9	Lack of encouragement and understanding of directors and administration employees towards female student participation in physical education activities				
10	Negative attitude of the community, the religion and the culture towards participation of female students in physical education activities and sport competitions				
11	Lack of time because of household wok to participate in physical education activities.				
12	Cultural influence, religious and societal influence				
13	Lack of educational background knowledge and understanding about females participation in physic cal education activities				
14	Lack of female student understanding and attitude towards physical education subject				

Appendix B

Interview for PE teachers

1. What do you think the degree of Female students' participation in Practicing Physical activities? Could you mention some the reasons?
2. How do you see the degree of female students' participation in physical activity and accessibility of facilities in your school?
3. what looks like the degree of encouragements and supports provided for students through various methods?
4. What are the main opportunity, the opportunities of presence of equipment and trainings for female students?
5. What are the main constraints of female students' participation in physical activity?

Appendix C

Focused group discussion with principals and vice principals

1. What are the major challenges that you think, if any, for you as a physical education teacher and school administrators in encouraging females to participate in sports and physical activities?
2. What would you suggest being done by different stakeholders to increase females' understanding if the benefits of sports and physical activity, minimize challenges and increase their participation?
3. What is the major Physical education teachers' role concerning to improve female's participation?
4. What are the major problems that affect female students' participation in physical activity in your school?
5. What sport materials should be fulfilled? And who are the responsible body for both lack of sport materials and failure of female students' participation in sport and physical activities?

Appendix D

Observation Checklists

Reasons for not participating in sports and Physical activity

No	Items	Very high	High	Medium	Low	Very low
1	Physically active					
2	Did warming up before exercise					
3	Actively participate during exercise class					
4	Enjoyed in exercise					
5	Stressed when doing exercise					
6	All female students participate during exercise Class					
7	Is there any change during observation one and two					

Environment opportunities and knowledge of the teachers

No	Items	Yes	No
1	The area where the students participate in exercise is suitable		
2	Is there materials enough to the participants?		
3	The teacher is motivated when teaching the students?		
4	Is the teachers control the students while teaching the class?		
5	Is the teacher having knowledge about the physical exercise?		
6	Is the teacher is a role model for his students?		
8	Is the teacher enable students to repeatedly practice every physical activities		

ተቀፅላ 1

አድስ አባባ አራት ኪሎ ዩኒቨርሲቲ

ተፈጥሮ ሳይንስ ኮሌጅ

ስፖርት ትም/ት ክፍል

በሴት ተማሪዎች የሚሞላ የፅሁፍ መጠይቅ

የተከበራችሁ የጥናቱ ተሳታፊዎች

የዚህ መጠይቅ ዋና አላማ በወልድያ ከተማ አስተዳር ስር በሚገኙ ሶስት የ2ኛ ደረጃ ት/ቤቶች በምትማሩት ሴት ተማሪዎች በስፖርት እና በአካላዊ የተግባር እንቅስቃሴ ያላቸውን ተሳትፎ መልካም አጋጣሚዎች እና ችግሮች ለመፈተሽ ነው፡፡ እናንተ የምትሰጡን መረጃ እናንተና ሁሉም የሶስት የ2ኛ ደረጃ ት/ቤቶች ሴት ተማሪዎች በስፖርት እና አካላዊ የተግባር እንቅስቃሴዎች ላይ ያላችሁን ተሳትፎ ለተግባር ስራ የተዘጋጁላችሁ መልካም አጋጣሚዎች እና እንዳትሳተፉ እንቅፋት የሆኗችሁ ችግሮች ያለበትን ሁኔታ በመለየትና በመተንተን ለችግሩ መፍትሄ ከመስጠት ውጭ ለሌላ ተግባር እንደማይውል ከወድሁ ላረጋግጥላችሁ እወዳለሁ፡፡ ከዚህም ባሻገር በአንድም ሆነ በሌላ መልኩ እናንተ የምትሰጡት መረጃ በእኔ እና በእናንተ ብቻ ሚስጥራዊነቱ የተጠበቀ በመሆኑ ማንንም ሊጎዳ የማይችል መሆኑን አረጋግጥላችኋለሁ፡፡ ከዚህ በተጨማሪዎች መረጃ ለመስጠት ፈቃደኛ ስለሆኑ እያመሰገንኩ የተለያዩ አስገዳጅ ችግር ወይም ምክንያት ካጋጠመዎት በጥናቱ ያለመሳተፍ መብተዎ የተጠበቀ ነው፡፡ ስለሆነም እርሰዎ የሚሰጡን ወቅታዊ፣ ትክክለኛ፣ ግልፅ እና በአሁኑ ስዓት መሬት ላይ ሴት ተማሪዎች በስፖርት እና አካላዊ የተግባር ትምህርት ያላቸው ተሳትፎ ነባራዊ እውነታ ለዚህ ጥናት ውጤታማነት ወሳኝ እና ተኪ የለሽ ነው፡፡ በመሳተፍዎት ለምትሰጡን ጊዜ ምንም ዓይነት ክፍያ አይከፈልዎትም፡፡ ስለሆነም እርሰዎ እነዚህን መጠይቆች ሲሞሉ ስለትክክለኛ መረጃነቱ በጥንቃቄ እና ሃላፊነት በተሞላበት መንገድ ይሞሉልኝ ዘንድ በአክብሮት እጠይቃለሁ፡፡

መረጃውን ሲሞሉ የእርሰዎን ስም መጥቀስ አስፈላጊ ስላልሆነ ስመዎን አለመፃፈዎን ያረጋግጡ፡፡

ስለሰጡን ትክክለኛ እና በቂ መረጃ ከልብ አመሰግናለሁ፡፡

ክፍል አንድ፡- የመላሾች አጠቃላይ መረጃ

1. የሚሰሩበት/የሚማሩበት ት/ቤት ስም----------
2. ዕድ----------
3. የክፍል ደረጃ----------
4. የትምህርት ደረጃ----------
5. የወላጅ የስራ ድርሻ----------

ክፍል ሁለት፡ ሴት ተማሮዎች በስፖርት እና አካላዊ የተግባር እንቅስቃሴ ላይ ያላቸው ተሳትፎ

<u>አቅጣጫ</u>፡- ከዚህ በታች ስለ ሴት ተማሮዎች በስፖርት እና አካላዊ የተግባር እንቅስቃሴ ላይ ያላቸው ተሳትፎ ላይ የሚያተኩሩ መጠይቆች ቀርበዋል፡፡ በስራቸውም በጣም ከፍተኛ (5)፣ ከፍተኛ (4)፣ መካከለኛ (3)፣ ዝቅተኛ (2) እና በጣም ዝቅተኛ (1) የሚሉ አማራጮች ተቀምጠዋል፡፡ ስለሆነም እርሰዎ በተሰጠዎት ማብራሪያና በተፈጠረለዎት ግንዛቤ መሰረት ትክክለኛ ምላሽዎን በክፍት ቦታው ላይ የኤክስ ምልክት በማድረግ መልሰዎን ያስቀምጡ፡፡

ተ.ቁ	ጥያቄዎች	የአማራጭ መልሶች ውክል ቁጥሮች				
		5	4	3	2	1
1	እርስዎ በአካላዊ የተግባር እንቅስቃሴዎች ላይ ያለዎት ተሳትፎ ምንያህል ነው?					
2	አካላዊ የተግባር እንቅስቃሴ ምን ያህል ይጠቅማል ብለው ያስባሉ?					
3	እርስዎ በት/ቤትዎ ግቢና ከት/ቤተዎ ግቢ ውጭ አካላዊ የተግባር እንቅስቃሴ ላይ ለመሳተፍ ያለዎት ተነሳሽነት ምን ያህል ነው?					
4	የእርሰዎ ቤተሰቦች በአካላዊ የተግባር እንቅስቃሴ ላይ እንድሳተፉ ምን ያህል ያበረታቱዎታል?					
5	እስዎ በት/ቤትም ሆነ በወረዳ ደረጃ በስፖታዊ ውድድር ምን ያህል ተሳትፈው ያውቃሉ?					

<u>አቅጣጫ</u>፡- ከዚህ በታች ሴት ተማሪዎች በአካላዊ የተግባር እንቅስቃሴ ላይ ያላቸው ተሳትፎ መጠን እና የስፖርት ቁሳቁሶችን አስመልክቶ አምስት መጠይቆች ቀርበዋል፡፡ በስራቸውም በጣም ከፍተኛ (5)፣ ከፍተኛ (4)፣ መካከለኛ (3)፣ ዝቅተኛ (2) እና በጣም ዝቅተኛ (1) የሚሉ አማራጮች ተቀምጠዋል፡፡ ስለሆነም እርሰዎ በተሰጠዎት ማብራሪያና በተፈጠረለዎት ግንዛቤ መሰረት ትክክለኛ ምላሽዎን በክፍት ቦታው ላይ የኤክስ ምልክት በማድረግ መልሰዎን ያስቀምጡ፡፡

ተ.ቁ	ጥያቄዎች	የአማራጭ መልሶች ውክል ቁጥሮች				
		5	4	3	2	1
1	በስፖርትና በአካላዊ የተግባር እንቅስቃሴዎች ላይ ሴት ተማሪዎች ከወንድ ተማሪዎች ጋር ያላቸው ተሳትፎ ንፅፅር ምን ያህል እኩል ነው?					
2	ት/ቤቱ የስፖርት እና የአካላዊ የተግባር እንቅስቃሴ መስሪያ ቁሳቁሶችን ምን ህል?					
3	እርስዎ የተለያዩ ስፖርታዊ እና አካላዊ የተግባር እንቅስቃሴዎችን በመስራት የሚያሳልፉት የጊዜ መጠን ምን ያህል ነው?					
4	ስፖርታዊ እና አካላዊ የተግባር እንቅስቃሴዎችን እንድታዘወትሩ ከማድረግ አኳያ የወላጆቻችሁ አወንታዊ ሚና ምን ያህል ነው?					
5	ስፖርታዊ እና አካላዊ የተግባር እንቅስቃሴዎችን መስራቱ ምን ያህል የእናንተን ጤንነት ይጠብቃል?					

<u>አቅጣጫ</u>፡- ከዚህ በታች የሴት ተማሪዎች ቤተሰቦች እና የትምህርት ቤቱ ማህበረሰብ ለተማሪዎች የሚሰጡትን ድጋፍና ማበረታቻ አስመልክቶ ሶስት መጠይቆች ቀርበዋል፡፡ በስራቸውም በጣም ከፍተኛ (5)፣ ከፍተኛ (4)፣ መካከለኛ (3)፣ ዝቅተኛ (2) እና በጣም ዝቅተኛ (1) የሚሉ አማራጮች ተቀምጠዋል፡፡ ስለሆነም እርሰዎ በተሰጠዎት ማብራሪያና በተፈጠረለዎት ግንዛቤ መሰረት ትክክለኛ ምላሽዎን በክፍት ቦታው ላይ የኤክስ ምልክት በማድረግ መልሰዎን ያስቀምጡ፡፡

ተ.ቁ	ጥያቄዎች	የአማራጭ መልሶች ውክል ቁጥሮች				
		5	4	3	2	1
1	የትምህርት ቤቱ ማህበረሰብ እና የተማሪ ቤተሰቦች ሴት ተማሪዎች በአካላዊ የተግባር እንቅስቃሴዎች እና በስፖርት ተግባራት እንድሳተፉ የሚያደርጉት ድጋፍና ማበረታቻ መጠኑ ምን ያህል ነው?					
2	ትምህርት ቤቱ ሴት ተማሪዎች በስፖርታዊ ውድድር ሲሳተፉ የሚያደርግላቸው ልዩ ድጋፍና ማበረታቻ መጠኑ ምን ያህል ነው?					
3	የትምህርት ቤቱ ማህበረሰብ ሴት ተማሪዎች በአካላዊ የተግባር እንቅስቃሴዎች እና በስፖርት ተግባራት እንድሳተፉ የሚያደርጉት ድጋፍ መጠን ምን ያህል ነው?					

<u>አቅጣጫ</u>፡- ከዚህ በታች ለሴት ተማሪዎች ምቾት ታስቦ ስለሚዘጋጅ የስፖርት ቁሳቁስ እና ስልጠና አስመልክቶ አራት መጠይቆች ቀርበዋል፡፡ በስራቸውም በጣም ከፍተኛ (5)፣ ከፍተኛ (4)፣ መካከለኛ (3)፣ ዝቅተኛ (2) እና በጣም ዝቅተኛ (1) የሚሉ አማራጮች ተቀምጠዋል፡፡ ስለሆነም እርሰዎ በተሰጠዎት ማብራሪያና በተፈጠረለዎት ግንዛቤ መሰረት ትክክለኛ ምላሽዎን በክፍት ቦታው ላይ የኤክስ ምልክት በማድረግ መልሰዎን ያስቀምጡ፡፡

ተ.ቁ	ጥያቄዎች	የአማራጭ መልሶች ውክል ቁጥሮች				
		5	4	3	2	1
1	ት/ቤቱ የሴት ፍላጎት መሰረት በማድረግ ለነእርሱ ምቾት የሚሰጡ የስፖርት ቁሳቁሶችን እና ስልጠናዎችን የሚሰጥበት መጠን ምን ያህል ነው?					
2	ሴት ተማሪዎች በስፖርታዊና በአካላዊ የተግባር እንቅስቃሴዎች ላይ ያላቸውን ተሳትፎ ለማሳደግ የሚሰጠው ሴት ተኮር ቲቶሪያል ምን ያህል ነው?					
3	መርሃ ስርዓት ትምህርቱ ሴት ተማሪዎች በአካላዊ የተግባር እንቅስቃሴዎች ላይ ተሳታፊ እንድሆኑ ከማድረግ አኳያ ምን ያህል ውጤታማ ነው?					
4	በት/ቤቱ ያሉት ስፖርታዊ ቁሳቁሶች እና የተግባር መሳሪያዎች ምን ያህል ለሴት ተማሪዎች ቅርብ እና					

	አስተማማኝ ናቸው?					

Declaration

First of all, I declared that this thesis is my original work and that all sources of materials used in this thesis have been justly acknowledged. This thesis has been submitted in partial fulfillment of the requirements for the degree of Master of Education in teaching physical education at Addis Ababa University.

Declared by

Name of the candidate: Keren Engida Belete

Signature----------Date----------

This thesis has been submitted for examination with my approval as the university supervisor.

Name of Advisor: Dr. Sahilemichaiel Bezuneh

Signature----------Date----------